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CURRENT RESEARCH IN ENGLISH TEACHER PREPARATION, A FIRST REPORT.

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THIS BULLETIN REPORTS ON CURRENT AND COMPLETED RESEARCH PROJECTS, BOTH IN PROGRESS AND COMPLETED, OF THE ILLINOIS-STATE-WIDE CURRICULUM STUDY CENTER IN THE PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS (ISCPET). FOLLOWING AN INTRODUCTION WHICH EXPLAINS ISCPET AND ITS CONCERNS, THE SPECIAL RESEARCH STUDIES PRESENTLY UNDER INVESTIGATION ARE BRIEFLY DESCRIBED. ABSTRACTS--NOTING INVESTIGATOR, PRUPOSE, METHOD, RESULTS, AND CONCLUSIONS--ARE PROVIDED FOR THE SEVEN COMPLETED PROJECTS--(1) REPORT ON THE TEACHING OF ENGLISH IN ILLINOIS PUBLIC HIGH SCHOOLS, (2) THE TEACHING OF ENGLISH IN GRADES SEVEN, EIGHT, AND NINE IN THE STATE OF ILLINOIS, (3) THE VALUE OF THE CLASSICS AS AN ELECTIVE IN COLLEGE COURSES FOR THE ENGLISH MAJOR WHO INTENDS TO TEACH IN HIGH SCHOOL, (4) AN EXPERIMENTAL STUDY OF THE DEVELOPMENT OF CRITICAL THINKING SKILLS OF HIGH SCHOOL ENGLISH TEACHERS ENROLLED IN A METHODS COURSE, (5) A CURRICULAR STUDY CONCERNED WITH THE PROCESS AND THE PRODUCT OF AN ENGLISH-EDUCATION COURSE AND ITS EFFECTS UPON EXPERIENCED ENGLISH TEACHERS' ABILITIES TO THINK CRITICALLY, (6) AN EVALUATION OF ORAL INTERPRETATION AS A PART OF THE PROFESSIONAL PREPARATION OF SECONDARY SCHOOL TEACHERS OF ENGLISH, AND (7) A STUDY OF THE EFFECT UPON THE TEACHING EFFECTIVENESS OF ENGLISH TEACHERS OF THE REORGANIZATION OF THE LITERATURE COMPONENT OF A TEACHER-TRAINING CURRICULUM. (FINAL REPORTS ARE AVAILABLE UPON REQUEST FROM ISCPET, 1210 W. CALIFORNIA, URBANA, ILLINOIS 61801. INTERIM REPORTS (3) AND (6) ABOVE ARE AVAILABLE THROUGH ERIC AS TE 000 177 AND TE 000 252 RESPECTIVELY.) (DL)

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RAYMOND D. CRISP

ILLINOIS STATE-WIDE CURRICULUM STUDY CENTER IN THE PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS

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CURRENT RESEARCH IN ENGLISH TEACHER PREPARATION:

A FIRST REPORT

of the

Summaries and Conclusions of Completed

Special Research Studies of the

ILLINOIS STATE-WIDE CURRICULUM STUDY CENTER IN THE PREPARATION

OF SECONDARY SCHOOL ENGLISH TEACHERS

edited by

RAYMOND D. CRISP
University of Illinois

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors and subcontractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of projects. Points of view or opinions do not, therefore, necessarily represent Office of Education position or policy.

ISCPET
University of Illinois
Urbana, Illinois

January, 1968

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INTRODUCTION

Two of the most important aspects of research are dissemination and implementation. Without dissemination of the results of research, the work of many scholars and researchers remains hidden; the questions answered and the problems solved remain unanswered and unsolved for some. And, without implementation of the results and the findings of research, where applicable, education goes on unimproved or not advanced. For the most part, all educational research seeks the same goal: improvement in education. Research is a cornerstone to that improvement; dissemination and implementation of that research are mortar and building blocks.

Current Research in English Teacher Preparation: A First Report has been prepared to disseminate some of the results and findings of the research now being conducted and coordinated by the Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers (ISCPET). ISCPET is supported by funds supplied in accordance with a contract with the United States Office of Education, and is under the general direction of Professor J. N. Hook of the University of Illinois. ISCPET began its five-year study of ways of improving English teacher preparation in August, 1964.

Currently, ISCPET has thirty-five Special Research Studies, each of which is studying in depth a particular aspect of the curriculum for English teacher preparation or a particular concern of English teacher preparation in general. Although the majority of ISCPET's Special Research Studies will not be completed until June of 1969, some are now completed and their final reports are available. Some of the studies are expected to be completed between the date of this bulletin and June, 1969.

In order to avoid undue delay in disseminating the results of ISCPET's Special Research Studies, and rather than wait for the completion of all the work of ISCPET in August of 1969 to make the results available, this first report of Current Research in English Teacher Preparation carries the summaries and conclusions of those Special Research Studies which are now completed. The final reports are available upon request from ISCPET while the supplies last. Descriptions of those Special Research Studies which are yet in progress are listed in this bulletin. Two additional bulletins of Current Research in English Teacher Preparation are planned to make available the summaries and conclusions of those Studies as they are completed. A Second Report will be made available in the fall of 1968, and A Third Report, to be released in July, 1969, will accommodate those Studies that are scheduled for completion in June, 1969.

It is the hope, of course, of all those connected with ISCPET that the findings and results of its various Special Research Studies will, in even some small way, contribute to the goal of improvement in English teacher preparation. Further, ISCPET hopes that these results and findings, as they are reported, will be of assistance to others who are faced with similar problems, will answer certain questions that some may have, and will serve for direct implementation in some cases.

It should be mentioned here that research studies which conclude with "statistically non-significant findings" are of no less value than those with significant findings. Both findings can be of significance; to paraphrase Professor Hook, a no answer is sometimes of more value than a yes answer.

Raymond D. Crisp

January 12, 1968
Urbana, Illinois

THE SPECIAL RESEARCH STUDIES OF THE ILLINOIS STATE-WIDE CURRICULUM STUDY CENTER IN THE PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS

The Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers is currently coordinating thirty-five Special Research Studies. Brief descriptions of these Studies are listed below, alphabetically by the college or university with which the individual researchers are associated. If more detailed information is desired about any of the Special Research Studies not reported as having been completed, please direct correspondence to the person who is listed as the Director of the Study.

AURORA COLLEGE. A study of a special two-semester internship program involving prospective secondary English teachers as assistants in the teaching of college freshman English classes. (Directed by Professor Ethel W. Tapper)

BRADLEY UNIVERSITY. a) Cooperative study of literature programs being coordinated by North Central College. (Directed by Professor William L. Gillis)

b) A study to determine the validity of a minimal composition program for students entering a career of English teaching, if the students study composition at the optimum time. (Directed by Professor William L. Gillis)

c) A study to determine which of three or which combination of three courses in the methodology of teaching English is most effective. (Directed by Professor William L. Gillis)

d) A fact-finding survey of the present status of the teaching of English in grades 10, 11, and 12 of Illinois schools. (The final report of this study has been prepared.) (Directed by Professor William L. Gillis)

DE PAUL UNIVERSITY. A study involving development, teaching, and evaluation of the results of a course in advanced English composition, designed especially for prospective teachers of secondary English. (Directed by Professors Margaret M. Neville and Alfred L. Papillon)

GREENVILLE COLLEGE. A nation-wide study of the supervision of student teaching in English. (Directed by Professor Donald Pennington)

ILLINOIS INSTITUTE OF TECHNOLOGY. a) A study to prepare materials (syllabus, bibliography, and illustrative tape recordings) for a course in social problems in the English language.

b) A study to survey existing sources of recorded specimens of English dialects throughout the world and to create an integrated collection of 25 samples of speech representing the major dialect areas of the

United States and Canada, with supplemental recordings from other English-speaking areas. (Directed by Professor A. L. Davis)

ILLINOIS STATE UNIVERSITY. A fact-finding survey of the teaching of English in grades seven, eight, and nine of Illinois schools. (Directed by Professor John M. Heissler) (Final report has been prepared.)

ILLINOIS WESLEYAN UNIVERSITY. a) Cooperative study of literature programs being coordinated by North Central College. (Directed by Professor Justus R. Pearson)

b) A study involving examination and evaluation of traditional and contemporary English grammars, being taught in selected colleges and universities across the country, and establishment and evaluation of a course in grammar(s) suitable for prospective teachers of secondary English. (Directed by Professor Justus R. Pearson and James R. Reese)

KNOX COLLEGE. a) The preparation of video tapes and kinescopes and the use of them in the training of prospective secondary English teachers. (Directed by Professor Carl Eisemann)

b) A study involving a transformational grammar in-service seminar, the development of general guidelines for teaching a unit in transformational grammar in the high school, and the development of video tapes to be used as teaching aids for prospective and in-service teachers of English. (Directed by Professor Michael G. Crowell)

LOYOLA UNIVERSITY. a) A cooperative study of literature programs being coordinated by North Central College. (Directed by Professor Rita Clarkson)

b) A study involving development, teaching and evaluation of a secondary English methods course, with the major emphasis being on the development of critical thinking skills on the part of the prospective English teachers. (The final report of this study has been prepared.) (Directed by Sister Mary Constantine, S.S.J.)

c) A study of the effects of a speech unit and a unit in the art of questioning, designed especially for prospective secondary English teachers in a student teaching course, upon their performance in secondary English instruction. (The final report of this study has been completed.) (Directed by Sister Mary Constantine, S.S.J.)

d) A study of the effects upon experienced English teachers, without previous training in student teaching, of a five-hour course entitled "Student Teaching" and involving emphasis upon critical thinking in teaching. (Directed by Sister Mary Constantine, S.S.J.)

e) A study of the value of courses in the Classics ("The Classical Epic" and "The Classic Theater"), offered as electives, in the curriculum of prospective high school teachers of English. (The final report of this study has been completed.) (Directed by Professor Joseph Wolff and Professor Rita Clarkson)

MONMOUTH COLLEGE. a) Cooperative study of literature programs being coordinated by North Central College. (Directed by Professor Adin Slaughter)

b) A study to determine the desirability of instruction in oral interpretation of literature in the preparation of prospective secondary school teachers of English. (The final report of this study has been completed.) (Directed by Professor Thomas L. Fernandez)

c) A study to develop a course in oral interpretation designed to meet the professional needs of prospective secondary school teachers of English. (The final report of this study has been completed.) (Directed by Professor Thomas L. Fernandez)

NORTH CENTRAL COLLEGE. a) An evaluation of the effectiveness of the reorganization of its teacher training curriculum in 1957-58. (Directed by Professor Erling Peterson) (Final report has been prepared.)

b) Coordination of a cooperative study to evaluate the relative effectiveness of five different approaches to the teaching of literature in college, with the approaches being: by genre, by groups of literary types, by core plus some basic categories, by intensive textual study with a highly structured historical framework, and by the diversified period. (Directed by Professor Erling Peterson)

NORTHWESTERN UNIVERSITY. A study of the effectiveness of a filmed training program in composition for teachers in service as an agent of change in the secondary school. (Directed by Professor Wallace Douglas)

OLIVET NAZARENE COLLEGE. A comprehensive study of the personal and academic qualifications essential to the successful teaching of the slow learner in high school English, and the structuring or modifying of the curriculum for the preparation of teachers, embodying elements of training found desirable. (Directed by Professor Lottie Phillips)

ROOSEVELT UNIVERSITY. Modification of the programs of prospective secondary English teachers to include historical and structural linguistics, and a study of the effects of such a modification. (Directed by Professors William Leppert and William Makely)

ST. XAVIER COLLEGE. Development of a classroom observation schedule to be used in the evaluation of the English teacher's effectiveness in teaching reading skills appropriate to the secondary school level. (Directed by Sister Mary Mark and Professor George McGuire)

SOUTHERN ILLINOIS UNIVERSITY. a) Development of an opinionnaire concerned with particular areas of language and an analysis of the returns from administering the opinionnaire to prospective English teachers and teachers in service. (Directed by Professor Ellen A. Frogner, Southern Illinois University, Edwardsville, Illinois)

b) Development, administration, and analysis of an examination based on the ISCPET "Qualifications of Secondary School Teachers of English:

A Preliminary Statement." (This study is co-sponsored by the University of Illinois.) (Directed by Professor William H. Evans, Southern Illinois University, Carbondale, and Professor Paul H. Jacobs, University of Illinois)

UNIVERSITY OF CHICAGO. An evaluative study of Master of Arts in the Teaching of English (MATE) programs in Illinois. (Directed by Professors Janet Emig and James F. McCampbell)

UNIVERSITY OF ILLINOIS. a) (See the second study listed for Southern Illinois University.)

b) A study to determine the level of competence in educational measurement and evaluation possessed by Illinois secondary English teachers now in service and to ascertain the level of competence desirable in prospective English teachers. (Directed by Professor Paul H. Jacobs)

c) A study to describe knowledge of concepts from literary criticism, its types and methods of approach to literature, possessed by prospective secondary school teachers of English who are presently enrolled in courses in methods of teaching secondary school English at ISCPET institutions. (Directed by Professor Alan Madsen)

WESTERN ILLINOIS UNIVERSITY. A study involving development, teaching, and evaluation of the results of a course for teachers in service devoted to the practical application of linguistics, of principles of composition, and of various approaches to the teaching of the slow learner. (This study is complete except for the final report.) (Directed by Professor Alfred Lindsey, Jr., Western Illinois University and Professor Thomas N. Filson, University of Michigan)

ISCPET SUBCONTRACT NUMBER IC-2-3-66

REPORT ON THE TEACHING OF ENGLISH IN ILLINOIS PUBLIC HIGH SCHOOLS

INVESTIGATOR: Joan Harris
Bradley University
Peoria, Illinois

PURPOSE: This study was designed to determine the present status of the teaching of English in grades 10, 11, and 12 of Illinois schools.

METHOD: In the summer of 1965, 500 questionnaires were sent to members of the Illinois Association of Teachers of English. A stratified random sampling process was used in order to insure a representative sample of secondary school English teachers by school enrollment. The questionnaire contained 25 questions concerned with the size and grouping of classes; extra-curricular activities; the teaching of grammar, writing, and literature; and professional preparation.

RESULTS: Results and conclusions of this study are based on a return of 256 completed questionnaires. Teachers answering this questionnaire reported that heavy class loads and multiplicity of activities were the principal deterrents to effective teaching. The majority taught five classes of English daily, with classes averaging from 25 to 30 students. In addition, approximately half taught another subject also, usually speech or a foreign language. Many participated in extra-curricular activities, such as working with students on school publications and dramatic productions or serving as class or club sponsors.

Teachers answered questions concerning the teaching of grammar, composition, and literature, and noted areas in which their curricula were weak. In discussing grammar, more than half the respondents agreed that a new approach to the study of English might be more effective than the traditional one. Those who commented on teacher preparation in this area felt that too often the study of grammar, linguistics, and language history had been neglected in favor of literature. Similarly, teachers commented that they had been ill-prepared to teach composition, and suggested that more courses in composition and in teaching writing should be available to prospective English teachers. (When asked to evaluate their school curricula, the majority checked writing as the area most in need of greater emphasis, followed closely by vocabulary and spelling.) Nearly all who commented on their college training said that their preparation in literature had been adequate; not surprisingly, many considered literature their most successful teaching area.

Information concerning teacher preparation revealed that approximately half the group held M.A. degrees; all were college graduates. Not all were English majors, however. Slightly more than a third held degrees in other fields, ranging from administration and guidance to mathematics and music. Though most felt well-prepared to teach literature, many were weak in grammar, language history, and writing. They reported that often courses in these areas were either not available in their colleges or did not contain material applicable to high school classes. More than one person felt that too many college courses were geared to the "intellectual" student who was interested primarily in working for advanced degrees; thus, the students who plan to teach may have English hours to their credit, but may not have the background necessary for effective high school teaching.

CONCLUSIONS: The results of this study would seem to indicate that in the preparation of prospective secondary school English teachers there is a need for more courses in grammar, the English language, and writing geared to high school teaching. Further, there is a need for a methods course concerned with teaching English, as opposed to the general methods courses now offered by most colleges.

ISCPET SUBCONTRACT NUMBER SS-7-15-65

THE TEACHING OF ENGLISH IN GRADES SEVEN, EIGHT, AND NINE IN THE STATE OF ILLINOIS

INVESTIGATOR: John M. Heissler
Illinois State University
Normal, Illinois

PURPOSE: This study was designed to determine the present status of the teaching of English in grades 7, 8, and 9 of Illinois schools.

METHOD: A questionnaire was designed in accordance with the objective of this study. In the Fall of 1965, 940 questionnaires were distributed to teachers of English in grade schools (K-8), ninth grade, and senior high schools, representing all areas of the state of Illinois except the city of Chicago proper.

RESULTS: Results and conclusions of this study are based on 418 questionnaires completed by teachers of English in grades 7, 8, and/or 9 of Illinois schools. Responses indicated that the average English teacher has taught about eleven years, although he has spent only nine and one-half years teaching the language arts. He teaches about five classes daily of average length of 50 minutes each, but he teaches only one language arts class per grade level. About half of the teachers who completed the questionnaire teach both seventh and eighth grades, one-third either teach seventh or eighth grade, and the remainder teach ninth grade. Over half of the respondents have heterogeneous groupings in their classes, but there is some evidence of tracking. Fifty per cent of the teachers teach language arts only and fifty per cent teach "block" courses consisting of language arts - social studies or language arts and some other subject. About two-thirds of the teachers are responsible for extra-curricular activities. Each has about four activities and spends about four hours weekly on them.

Sixty-three per cent of the respondents indicated that they had no supervisory assistance. Those who reported some supervision said that it was given by the principal or head of the department. Summary data on the strengths and weaknesses of the language arts program indicated that just over fifty per cent of the respondents felt that composition was the one thing most in need of greater emphasis in the program. Reading followed. The respondents indicated that their most successful area was the teaching of traditional grammar and their least was the teaching of composition. The responding

teachers considered themselves rather effective in teaching literature but poor in teaching reading. About 35 per cent of the teachers felt that they needed improvement in the teaching of composition, reading, and the new grammars.

The preparation for the teaching of English of those who responded to the questionnaire consisted generally of survey courses in English and American literature, period courses in literature, and courses in traditional grammar. About 83 per cent of the teachers indicated that they had had some kind of course in methods: methods in the teaching of English, 37 per cent; methods in teaching elementary language arts, 26 per cent; and, methods courses in teaching composition and literature, 20 per cent. Less than half of the respondents had had courses in reading methods, 46 per cent; and, only one-fourth of those replying indicated that they had had courses on literature for children or adolescents. Seventy-one per cent of the teachers in the sample held a bachelor's degree; 21 per cent had earned a master's; and 6 per cent did not have a college degree. Thirty-five per cent of these teachers held an elementary certificate; 52 per cent held the secondary certificate. Forty-eight per cent of the reporting teachers indicated that they had majored in English or in an area including English; 17 per cent had minored in English.

CONCLUSIONS: Data gathered by this survey indicate that the preparatory curriculum for prospective English teachers for grades seven, eight, and nine should include courses in the teaching of composition, advanced composition, the teaching of reading, adolescent literature, and courses in grammars, the history of the English language, and other related courses in linguistics. The data also indicate that there should be far more supervisory assistance available to junior high school English teachers than what is now available, that junior high school English teachers should be encouraged to join, and participate in, their professional organizations, and that more in-service education programs should be made available for the continuing education of junior high school English teachers.

ISCPET SUBCONTRACT NUMBER SS-10-30-66

THE VALUE OF THE CLASSICS AS AN ELECTIVE IN COLLEGE COURSES FOR THE ENGLISH MAJOR WHO INTENDS TO TEACH IN HIGH SCHOOL

INVESTIGATOR: Joseph Wolff
Loyola University
Chicago, Illinois

PURPOSE: This study was designed to determine the value of courses in the Classics ("The Classical Epic" and "The Classic Theater"), offered as electives, in the curriculum of prospective secondary school English teachers.

METHOD: Two groups of subjects were studied to estimate the value of the two classics courses. One group consisted of eleven students who had taken either or both courses in The Classical Epic and The Classic Theater; the second group consisted of eight graduates of Loyola University who had comparable academic records and English as their major, but who had not had either of the classics courses. The results of the Graduate Record Examination, Advanced Test in Literature, of the students in the two groups were compared. Also, those students who had taken either of the classics courses were asked for their opinions on the value of the courses in their subsequent work as high school English teachers.

RESULTS: Because of such a small number of students involved in the study, there was an insufficient amount of data on which to perform statistical tests for significance. However, an examination of the data reveals that those students who had taken either or both of the classics courses generally did not perform better on the Graduate Record Examination than those students who had not taken the courses. Yet, replies to the questionnaire were uniformly favorable to the inquiry about the value of the classics courses in the subsequent work of teaching high school English.

CONCLUSIONS: This study did not yield evidence to support the theory that students who have taken courses in the classics score significantly higher on the Graduate Record Examination than those who have not taken such courses. But while it cannot be objectively proved that the attitudes or knowledge derived from these courses prepare graduates to become better high school English teachers, graduates of Loyola University themselves believe that their teaching has profited from their having studied the Classical Epic and/or the Classic Theater.

ISCPET SUBCONTRACT NUMBER SS-10-4-66

AN EXPERIMENTAL STUDY OF THE DEVELOPMENT OF CRITICAL THINKING SKILLS OF HIGH SCHOOL ENGLISH TEACHERS ENROLLED IN A METHODS COURSE

INVESTIGATOR: Sister Mary Constantine, S.S.J.
Loyola University
Chicago, Illinois

PURPOSE: This study was designed to measure several effects of an experimental English teaching methods course that emphasized the skills needed for critical thinking among prospective secondary school English teachers. The effects were to be determined from examination scores of and course evaluations by prospective secondary school English teachers. The critical thinking skills that were to be emphasized included the ability to make deductions, to make interpretations, to evaluate arguments; the power to recognize inferences, assumptions, stereotypes, biases, and emotional factors; the capability to choose the main point in a selection; the ability to discriminate between verifiable and unverifiable material, relevant and irrelevant data, adequacy and inadequacy of data, consistency and inconsistency of arguments; the power to classify literature in regard to form (narrative, descriptive, argumentative, expository) and in regard to type (demonstrative, dialectical, rhetorical, poetic); the capacity to identify abstract and concrete, descriptive and ascriptive terms; and the facility in recognizing propaganda techniques and common fallacies of thinking.

METHOD: During the academic year 1965-66, the Department of Education of Loyola University, for the purpose of this study, permitted the addition of a special course for prospective secondary school English teachers to its general teaching methods course, Techniques of Teaching in Secondary Schools. A syllabus for the English teaching methods course was prepared for the two semesters. Both semester courses consisted of the usual content of the English methods course: the methods and materials of teaching language, literature, and composition in the secondary schools. However, the second semester experimental course included direct instruction on the separable and measurable skills which are required for critical thinking. Efforts were made to keep errors in experimental design at a minimum. A random sample of subjects was considered to have been obtained since the course was available to all students preparing to teach English in the secondary schools. Both courses were taught by the same two representatives of the Departments of Education and English. The courses were taught at the same time of day, on the same day of the week, and in the same classroom. Classroom procedures were held constant for both courses, except for the experimental content on critical thinking for the

second semester. The first semester control group consisted of 18 students, and 20 students made up the second semester experimental group. Both groups were tested at the beginning and end of the English teaching methods courses by means of the Watson-Glaser Critical Thinking Appraisal, Forms YM and ZM, respectively, and by an adaptation of the Dressel-Mayhew Test. Both groups also completed a questionnaire at the end of the courses, and both groups wrote position papers at the beginning and end of the courses.

RESULTS: The statistical analysis of the data revealed no significant differences in pre- and post-test scores for the two groups. Although the experimental group made a positive gain over the control group on test scores, the differences were not significant at the .05 level of confidence. The anonymous and voluntary questionnaires were completed by 60% of the students in both groups. Responses to the questionnaires indicated that students of both the control and experimental groups were grateful for the establishment of a separate course for methods of teaching English in the secondary school. The students were overwhelmingly in favor of varied instructional approaches, such as the use of audio-visual materials, demonstrations, guest lecturers, small group discussions, as well as the use of the English Journal and relevant duplicated materials. The experimental group appreciated the teaching and study of the skills needed for critical thinking and made comments about the desirability of teachers becoming familiar with the area of critical thinking and its applicability to the teaching of English in the secondary school. An examination of the pre- and post-position papers revealed that at the end of the courses the experimental group had an increased awareness of the skills needed for critical thinking. The control group mentioned the topic fifteen times in the pre-position papers and seventeen times in the post-position papers. The topic appeared ten times in the pre-position papers of the experimental group and thirty-eight times in the post-position papers.

CONCLUSIONS: This study indicated that more valid examinations are needed for testing for critical thinking. Also, more time than is allowed by a one-semester course is needed for the effective teaching of the skills needed for critical thinking. These skills can be, and should be, taught in most courses in the secondary school English teacher preparatory curriculum. The positive gain of the experimental group over the control group on the examination scores, although not statistically significant, combined with the positive statements on the questionnaires and position papers, suggests that direct teaching of the skills needed for critical thinking is a desirable objective in the preparation of prospective secondary school teachers of English.

ISCPET SUBCONTRACT NUMBER SS-10-31-66

A CURRICULAR STUDY CONCERNED WITH THE PROCESS AND THE PRODUCT OF AN ENGLISH-EDUCATION COURSE AND ITS EFFECTS UPON EXPERIENCED ENGLISH TEACHERS' ABILITIES TO THINK CRITICALLY

INVESTIGATOR: Sister Mary Constantine, S.S.J.
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PURPOSE: This study was designed to measure several effects of an English teaching methods course which studied the critical thinking skills applicable to a language arts curriculum among experienced elementary and secondary school teachers of English. The critical thinking skills which were emphasized included the ability to make deductions, to make interpretations, to evaluate arguments, and to recognize inferences, assumptions, bias factors, common fallacies, and propaganda techniques.

METHOD: During the second semester of the 1965-66 academic year, Loyola University established an in-service English teaching methods course for experienced English teachers. Forty-two experienced English teachers who were teaching in elementary and secondary schools in Chicago and its vicinity enrolled in the course. The course concerned itself with the usual content of an English teaching methods course: language, literature, and composition. Included in the course, however, was direct instruction by the investigator on the skills needed for critical thinking and how those skills can be developed in the language arts curriculum. Attempts were made to determine the effects of the course on the experienced English teachers by obtaining scores on Form YM of the Watson-Glaser Critical Thinking Appraisal at the beginning of the course and on Form ZM of the same test at the end of the course. An adaptation of the Dressel-Mayhew Test was also administered to the group at the beginning and end of the course. Further, at the end of the course the students were asked to complete a critical evaluation of the course.

RESULTS: Although mean scores on all tests indicated a positive gain for the group at the end of the course, the differences in the pre- and post-test scores were not statistically significant at the .05 level of confidence. Comments on the critical evaluation of the course indicated that the experienced English teachers had previously felt inadequately prepared in the area of critical thinking and that instruction in this area should be included in the preparation of prospective English teachers. Comments also indicated that

the teachers appreciated the course because it had helped them become "more sure of themselves" and know "more about themselves as teachers". Other comments about the course itself indicated that the teachers felt it to be challenging, beneficial, and informative. The varied instructional methods used in the course were appreciated.

CONCLUSIONS: The positive gains of the post-course test scores, though not statistically significant, combined with the comments on the critical evaluations of the course, indicate that teachers desire and need knowledge about the skills required for critical thinking. Further, comments on the course evaluation indicate that instruction in the critical thinking skills and their integration in the language arts curriculum should not only be taught in in-service education courses but should also be included in the curriculum for the preparation of prospective teachers of English.

ISCPET SUBCONTRACT NUMBER SS-11-26-67

AN EVALUATION OF ORAL INTERPRETATION AS A PART OF THE PROFESSIONAL PREPARATION OF SECONDARY SCHOOL TEACHERS OF ENGLISH

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PURPOSE: This study was designed in order to determine if "an ability to read aloud well enough to convey most aspects of the interpretive art--meaning, mood, dominant emotions, varying emotions, overtones, and variety," as stated in the ISCPET criteria, is in fact a valid objective in the preparation of secondary teachers of English. The basic question to be answered was whether or not the practicing secondary English teacher believes that the ability to read aloud well should be an objective of his professional preparation. Moreover, the study was designed to discover if those teachers who have had preparation in oral interpretation find that preparation to be an asset, and if those teachers who have not been so prepared find the absence of that preparation to be a liability. This study also attempted to discern how the attitudes toward oral interpretation of those engaged in teaching English at the secondary level compared with the attitudes of those responsible for planning and supervising preparatory programs for secondary teachers at the college and university level. Finally, it was anticipated that information might be compiled revealing how often secondary English teachers read aloud to their classes, and how the attitudes of secondary English teachers toward the definition and objectives of oral interpretation compare with the attitudes of college professors of English and speech.

METHOD: In the spring of 1967, three questionnaires were designed in accordance with the objectives of this study. For the most part, the questionnaires were comparable; however, slight variations were required because of the different sample populations. Respondents were selected randomly. Five hundred secondary school English teachers in the state of Illinois were asked to respond to an eleven-item questionnaire. Two hundred college English professors and 200 college speech professors were asked to respond to an eight- and seven-item questionnaire, respectively. The respondents were instructed to examine each statement on the questionnaire and to mark a point on the scaled continuum which corresponded to their attitude or experience. The response continuum was scaled from 0 through 10.

RESULTS: Results and conclusions of this study are based on the returns of 531 completed questionnaires: 305 from secondary school

English teachers, 96 from college English professors, and 130 from college speech professors.

Data from the survey reveal that college professors of English believe that teachers of English should read aloud to their classes almost every day, and that secondary school English teachers are in fact following this practice.

All three groups stressed the importance of the ability to read aloud well in teaching English. Also, all three groups held the attitude that lack of skill in reading aloud is a handicap in teaching English. Those secondary school English teachers who had had some formal preparation in oral interpretation indicated that the undergraduate training has proved helpful in teaching English.

Further, the three groups agreed that the term oral interpretation related to neither undramatic reading aloud, nor to acting; but, rather, is most often associated with the ability to control the instruments of expressions to convey moods and emotions, to clarify meaning, and perhaps in this way to intensify the experience of literature. In addition, the term oral interpretation is associated with the combining of certain aspects of literary criticism and analysis with matters of voice and delivery.

CONCLUSIONS: It may be concluded from the responses to the survey in this study that oral interpretation is a subject of interest and concern to those who teach English at the secondary level, and that it is an instrument used almost daily in teaching. Moreover, the Illinois secondary school English teacher, as represented by the sample group, supports the hypothesis that developing skills in reading aloud should be an objective of programs designed to prepare secondary school teachers of English. This study reveals that preparation which develops skill in oral interpretation is considered to be an asset in teaching English and, concomitantly, that the lack of preparation in oral interpretation is considered to pose some liability in teaching English effectively at the secondary level.

ISCPET SUBCONTRACT NUMBER SS-13-5-65

A STUDY OF THE EFFECT UPON THE TEACHING EFFECTIVENESS OF ENGLISH TEACHERS OF THE REORGANIZATION OF THE LITERATURE COMPONENT OF A TEACHER-TRAINING CURRICULUM

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PURPOSE: This study was designed to compare the genre approach to the study of literature with the historical period approach in order to determine the more effective curriculum for the preparation of prospective secondary school English teachers.

METHOD: In the academic year 1957-58, North Central College changed its approach to the teaching of literature from a study of historical periods and some individual authors to the study of three basic genres: poetry, drama, and the novel, with one course in Shakespeare and two survey courses in world literature. In order to compare the effectiveness of the two programs, scores and evaluations of two groups of students were obtained. The historical period group consisted of 30 students who had graduated from North Central College in 1956, 1957, and 1958. The second group, the genre approach, consisted of 39 students who graduated after the curriculum revision: in 1961, 1962, and 1963. Records, as complete as possible, were prepared for each graduate. Information sought on each graduate included courses taken and grades earned; grade point average for four years, rank in class at graduation, high school rank in class and high school graduated from; percentile ranking on the American Council on Education Psychological Examination; rank on the Cooperative English Test; the Purdue English Test; grade index for English courses; employers' evaluations of graduates after the first and second year of teaching; and self-evaluations of the college preparation in literature. Statistical tests for significance were performed on the data where appropriate.

RESULTS: Non-availability of complete data on all students in both groups prevented a statistical determination of the superiority of the genre approach to the study of literature over the historical approach. From the data available, it was found that high school rank in graduating class was generally predictive of North Central College rank in graduating class. Also, the more successful student in college will be the more successful teacher, as will the more intelligent student, as indicated by percentile rank on the ACE Test.

The data also indicated that gross grade point average, whether overall or in English, was not particularly useful as an indicator of success in teaching. Results of the Self-Appraisal of Effectiveness of College Preparation for Teaching revealed that the earlier graduates (historical approach) felt they were better prepared to teach than the later graduates (genre approach). An item analysis revealed that the earlier graduates felt they were well prepared in all genres, while the later graduates felt they were weak in the essay, biography, and non-fiction. (A course in literary prose was not included in the genre curriculum because of staffing difficulties.) The later graduates felt better prepared than did the earlier graduates in the novel and poetry.

CONCLUSIONS: No definite answer to the hypothesis of the study was obtained because of insufficient data on the two groups of students studied.